

# Documents on Diplomacy: Lessons

## *A Free Lunch at Yalta?*

- Standard: I. Culture  
II. Time, Continuity, and Change  
III. People, Places, and Environments  
IX. Global Connections
- Grade Level: 9–12 (meta-cognition)
- Objectives: The student will:
- State the objectives of each of the “Big Three” at Yalta
  - Humorize the lunch thoughts of the “Big Three” in the iconic photo
  - Compare several photographs and discuss differences
  - List the accomplishments of each participant at Yalta
- Time: 2 class periods, plus homework
- Materials: Documents: **1945** *The Yalta Agreement*
- Resources: *Images of the Big Three at Yalta*  
*“Weak” at Yalta*
- Exercises: *Big Three Photo Outline with Quips*
- Materials: Colored pencils  
Textbooks  
Access to the internet
- Procedures:

### *Setting the Stage*

As the war neared its end in 1945, British Prime Minister Winston Churchill wanted to press Soviet leader Joseph Stalin over his plans for Britain’s ally, Poland. Stalin said that since his doctors would not let him leave the USSR, the leaders should meet at Yalta, a resort on the Black Sea. The 70-year-old Churchill traveled 4,000 miles by air and the ailing Roosevelt (who was 63) traveled 6,000 miles by ship and air. Even though Churchill was ill by the time he reached the island of Malta, he saw that FDR was spent and frail—and that his powers were failing. Churchill understood that he would bear most of the burden during the difficult negotiations with Stalin.

*Pre-Lesson*

1. Print out three (3) copies of the exercise, *Big Three Photo Outline with Quips*, for each student. Copy the document and the other two resources as well.
2. Check the history textbook to see if it includes any pictures of the Big Three at Yalta. If not, prepare to project image A from the resource, *The Big Three at Yalta*.

*Day One*

1. Ask students to look closely at the picture of Churchill, Roosevelt, and Stalin during their meeting at Yalta. What do they see? Ask them to read the section in the textbook describing the meeting and its outcome.
2. While they are reading, distribute the resource, *The Big Three At Yalta*, and ask them to discuss with a partner what they see in the photos. Share with the whole class and make note of their comments about what they see.
3. Distribute the resource, *Weak at Yalta*, and ask students to read the events of each day while they begin to form an opinion about the conference and the results. While they are reading, distribute **one** copy of the exercise, *Big Three Photo Outline and Quips*, to each student.
4. For fun, ask them to keep in mind that the "Big Three" were old and not feeling well, and then to speculate on what they were thinking about having for lunch (they were there for seven days.) Students should make the thoughts appropriate for their cultural likes. If necessary, use the internet to research foods of United States, Great Britain, and the Soviet Union.

Have students share their lunch menus and make comments about the choices related to the health and/or condition of these leaders.

5. Distribute the document: *The Yalta Agreement*, and ask students to read it along with *Weak at Yalta*. Ask them to make a list of what was decided at Yalta. If necessary, they may have to finish for homework.

*Day Two*

1. Make sure that everyone has finished listing the decisions taken at Yalta.
2. Now hand out the second *Big Three Photo Outline* exercise and ask them to note what each man is thinking about the Yalta agreements. They may need to use the internet to find additional historical information. Ask them to put a plus or minus next to each "quip" to show whether each leader accomplished his goals.

- 3.** Discuss the “plus and minus” results with the whole class. Have students explain why they are thinking that way (meta-cognition) and if they know history’s verdict on Yalta.
- 4.** Hand out the third quip sheet and now ask students to write at least one sentence in ink in each quip about what happens in the future in each of these countries related to these talks. (Projecting results from the agreements.) Students should be allowed to share but not change their answers.
- 5.** Collect the papers, review their thoughts, and work them into the next lesson using students’ wording. (Cold War, Russian seizes more lands, Berlin Wall, etc.)

Extension Activities:

- 1.** If they want to color in their lunch menu quips allow that on free time.
- 2.** Further research and results on Yalta can be more enlightening and should be encouraged for any advanced students. ■